

PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT

This statement details our school's use of the PDG for the 2026 to 2027 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	All Saints Catholic Primary School
Number of pupils in school	194
Proportion (%) of PDG eligible pupils	38.8 % (3 year average)
Date this statement was published	May 2026
Date on which it will be reviewed	April 2027
Statement authorised by	HT and COG
PDG Lead	Joe Price
Governor Lead	Tim Baxter

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£73,517
EYPDG	£ 12,650
Total budget for this academic year	£ 86,167

Part A: Strategy Plan

Statement of Intent

- Our plan sets out a number of measures to ensure we develop an excellent and equitable provision within our school which will progressively reduce inequalities in the educational outcomes for children living in low-income households.
- Our plan focuses on high quality learning and teaching and on Health and wellbeing of children

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All FSM/ vulnerable children to receive additional support in literacy and numeracy. There will be a focus on reading through phonics (Monster Phonics implemented Sept 2025 and continuing through 2026.2027) and 100% grant funded TA two days a week for intervention</p>	<p>All children receiving intervention to make at least 3 months improvement in reading ages and numeracy ages.</p>
<p>Teaching assistant support through ELSA FP and Number recovery in Year 1</p>	<p>Targeted small group tuition to improve wellbeing. Criteria used: Staff and/or family request: evidence and data included using PASS survey</p>
<p>Teaching assistant support LLC and MD using catch up from Year 2 to year 6. Numeracy screening and support and programmes of intervention 2 days per week full time (Salary)</p>	<p>Numerical strategies to be taught using consistent PCA approach to address gaps in learning to show progress</p>
<p>Teaching Assistant support in Reception Class providing Numicon and number recovery catch-up programme (Salary)</p>	<p>Through teacher assessment and evidence to show progress from each child's baseline</p>
<p>Teaching assistant to provide ELSA across the school and literacy intervention in upper Years (5 and 6) (Salary and subscription)</p>	<p>Analysis of ELSA assessment to show improvements in scores according to developing an identity , distinguishing between fantasy and reality, exploring responsibility and feeling secure with a motivation to develop own skills further</p>
<p>Transport costs to subsidise trips, swimming and events</p>	<p>Increase in children's wellbeing with an increase in readiness to learn from new experiences. (Teacher assessment)</p>
<p>Learning environments upgraded in line with new vision for pedagogy</p> <p>After school club resources</p>	<p>Improvement in standards of LLC and numeracy across the curriculum</p> <p>Improve wellbeing and sense of belonging and participation</p>

Learning resources for whole school	Increase in children's independence and skills
IT equipment to assist with improving reading to provide every child with a device	Increase in PM benchmarking scores and reading ages
Early years improvements to outside area (EYPDG)	Improved gross motor skills and engagement in outdoor activities

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

<ul style="list-style-type: none"> • TA (RP) 2 days per week to provide numeracy catch up and reading intervention 100% PDG salary • Salaries for TAs providing interventions for number recovery, numicon and reading in EY and Year 1 and 2 (CM, CB, LK) • 50 % salary for TAs to provide ELSA throughout the school (NH (upper phase), TR (mid phase, CB (EYS) • Purchase of neurodevelopment software and SOW from N to Yr6 to compliment our trauma informed approach and relationships policy to improve wellbeing and brain development • Subsidised trips costs • Improvements to Early Years learning environments (both inside and outside) • Sports participation • Arts participation

Teaching and Learning

Activity	Evidence that supports this approach
Staff to deliver additional literacy (Reading) support i.e. RWI, catch up numeracy and reading,	1:1 and small group tutoring Synthetic Phonics (Monster Phonics)
Employment of staff to deliver additional maths interventions (Catch-up maths)	Maths intervention

Community Schools

Activity	Evidence that supports this approach
Support for families in purchasing school uniform and affording residential trips.	Improving parental and pupil engagement (See results below from Spring term parent questionnaire)

Activity	Evidence that supports this approach
Further training and development of the ELSA, Myhappymind programmes	Social and emotional learning
PACT sessions planned throughout the year	Many parents attended

PDG outcomes 2025.26

This details the impact that our PDG activity had on pupils in the 2025 to 2026 academic year.

- Reading interventions and initiatives, and Numeracy Catch-up (Y3 to 6) – from last term – in all year groups, nearly all children (FSM, non FSM, Vulnerable), have made at least 3 months progress or more from their previous numeracy and Reading age. The children, who did not make this progress have been identified for support/intervention with Mr Phillips this term. In year 3 and 6 boys outperform girls and in year 4 and 5 girls outperform boys; this has been highlighted to teachers, who will use their planning to address any anomalies. 80% children from Yr 2 to Year 6 are at or above their chronological reading age
- **PASS Survey** – the results from Feb 2025 show that nearly all children have positive feelings about school, preparedness of learning, learner self-worth. Many children are positive about their response to learning. My Happy Mind has been introduced this term to support both learner and staff wellbeing to tackle some of the areas of the PASS survey, which are showing learners with more negative feelings:
- **Parent Questionnaire Autumn 2025** (70 parents responded) – 88% of parents either strongly agree or agree that their children are confident in learning. 85% of parents either strongly agree or agree that the school helps their child if they are upset. 81% of parents with strongly agree or agree that the school helped their child to make friends. 94% agree or strongly agree that the school celebrates their children’s success. 87% of parents either strongly agree or agree that the school offers a good range of after school clubs. 92% of

parents either strongly agree or agree that their child likes coming to school. 89% of parents either agree or strongly agree that the teachers care about their child. 84% either strongly agree or agree that the school listens to the views of parents and carers.